

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Mona Smoot

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Red Hill Elementary School

(As it should appear in the official records)

School Mailing Address 1265 Ala Kula Place

(If address is P.O. Box, also include street address.)

City Honolulu State HI Zip Code+4 (9 digits total) 96819-1347

County Oahu State School Code Number* 225

Telephone 808-831-7866 Fax 808-831-7861

Web site/URL http://www.redhillelementary.org E-mail mona_smoot@notes.k12.hi.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Ms. Kathryn Matayoshi E-mail: kathryn_matayoshi@notes.k12.hi.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Central Tel. 808-627-7481

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Donald Horner
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 171 Elementary schools (includes K-8)
 - 38 Middle/Junior high schools
 - 39 High schools
 - 7 K-12 schools
- 255 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☒ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. 9 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	12	2	14
K	37	28	65
1	33	31	64
2	44	30	74
3	33	38	71
4	26	24	50
5	38	27	65
6	39	34	73
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	262	214	476

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 7 % Asian
 - 14 % Black or African American
 - 23 % Hispanic or Latino
 - 13 % Native Hawaiian or Other Pacific Islander
 - 31 % White
 - 11 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 39%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	78
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	90
(3) Total of all transferred students [sum of rows (1) and (2)]	168
(4) Total number of students in the school as of October 1	436
(5) Total transferred students in row (3) divided by total students in row (4)	0.385
(6) Amount in row (5) multiplied by 100	39

7. English Language Learners (ELL) in the school: 5 %
22 Total number ELL
 Number of non-English languages represented: 8
 Specify non-English languages: Chamorro, Chuukese, Ilokano, Japanese, Mandarin, Samoan, Spanish, Tagalog
8. Students eligible for free/reduced-priced meals: 51 %
 Total number students who qualify: 243

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 13 %
60 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

8 Autism	1 Orthopedic Impairment
0 Deafness	4 Other Health Impaired
0 Deaf-Blindness	9 Specific Learning Disability
5 Emotional Disturbance	11 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
4 Multiple Disabilities	18 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	27
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	10

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	95%	95%	95%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Red Hill Elementary School's vision, "Kulia I Ka Nu'u" – Strive for Excellence, is etched on a lava stone at the entrance of our campus, and it truly reflects the spirit of our staff and students. Our focus is on administering a rigorous educational program that develops the "whole child" academically and socially. We work towards developing respectful, cooperative, and active learners using a student-centered curriculum that integrates technology, collaboration, and problem-solving. We believe that through perseverance and hard work, all students will develop the confidence to succeed as problem solvers, critical thinkers, and collaborative learners in their community, in both their present and future lives.

Established in 1970, Red Hill Elementary School is located in Honolulu, Hawaii and is a part of the six schools (four elementary, one middle, and one high) that comprise Moanalua Complex. We serve 476 students in kindergarten through sixth grade. The majority of our students are Army and Coast Guard dependents from surrounding base housing, so many bring a wide diversity of experiences to our school. Some must also deal with having active duty Army parents serving multiple deployments in Iraq and Afghanistan.

We are a Title I school with 60 percent disadvantaged students and an ethnically heterogeneous student population. Fifty-one percent of our students receive free/reduced price lunches, 13 percent receive Special Education services, and five percent participate in the English Language Learner (ELL) program. Thirty percent of our students are White, 23 percent are Hispanic, 14 percent are African-American while 9 percent are Hawaiian or part-Hawaiian and 7 percent are Asian.

Between SY 2008-2009 and SY 2012-2013, reading test scores for our students jumped from 56 percent to 89 percent meeting or exceeding benchmarks. During that same period, our test scores in mathematics climbed from 40 percent to 86 percent meeting or exceeding benchmarks. Our disadvantaged students' reading test scores doubled from 44 percent to 88 percent meeting or exceeding benchmarks while their mathematics scores almost tripled from 29 percent to 86 percent meeting or exceeding benchmarks. Native Hawaiian students' reading scores rose from 38 percent to 82 percent meeting or exceeding benchmarks and their mathematics scores dramatically improved from 25 percent to 93 percent meeting or exceeding benchmarks.

In September 2013, Red Hill was one of only 14 schools recognized as a Hawaii Recognition School, the highest achievement level under the new Strive HI accountability system that was approved in May 2013 under the State's ESEA Flexibility Waiver. During SY 2013-2014, we were one of only three schools statewide to receive the Hawaii Department of Education Strive HI Award for closing the achievement gap as well as for high performance.

The Moanalua Complex focus is on a K-12 continuum that is aligned with Common Core State Standards, with the goal of preparing every graduate to be college and career ready. The complex has provided our staff with extensive professional development, and we provide staff time to plan, collaborate, conduct formal and informal discussions, articulate, and share in complex activities.

As a part of a Complex initiative to set high expectations for math, we adopted the Singapore Math curriculum two years ago. The program integrates model-drawing, with an emphasis on working collaboratively, and developing students as effective communicators.

All students focus on reading, writing and developing critical thinking skills in language arts. Using response to intervention strategies, we chose to implement the Sonday system in kindergarten through second grade, which focuses on direct small group instruction (4-5 students) with structured lessons on phonemic awareness. Art and music have been integrated into the language arts curriculum and the school shares three school events showcasing every student in art, music and literature.

After school, a variety of co-curricular programs are available for all students including after school tutoring, drama club, track team, and other teams and clubs that participate in various complex and state competitions.

We have also built many community partnerships that help in supporting school-wide events and initiatives. Personnel and family engagement activities are initiated and planned by the school using Title I funds. Hawaiian Studies enrichment experiences are provided in Grades Pre-K-6 for students of diverse backgrounds, such as our ELL and military-connected students, and help build shared understanding of the host community. Joint Ventures Educational Forum (JVEF) grants supply our school with necessary technology, textbooks, and professional development. Honolulu Academy of Arts “Art-to-Go” classes are held after school for Grades 4-5 while an Artists in the Schools grant supports drama, percussion, art, and dance professional development and grade level integrated lessons.

Together, we have succeeded in creating a caring and nurturing school where excellence is stressed and “failure is not an option.”

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) A standards-based criterion-referenced assessment to measure student performance in the content areas of Language Arts and Mathematics is used for students in grades 3-6. The Hawaii State Assessment (HSA) has four proficiency levels.

Level 1: “Well Below Proficiency” means that the assessment results indicate that this student has demonstrated little or no knowledge and skills for the content standard for this grade.

Level 2: “Approaches Proficiency” means that the student has demonstrated some knowledge and skill in the content standards for this grade. With more support and effort, the student should be able to reach the proficient level.

Level 3: “Meets Proficiency” means that the assessment results indicate that the student has demonstrated knowledge and skills in the required content standards for this grade. The student is ready to work on higher levels of this content area.

Level 4: “Exceeds Proficiency” means that the assessment results indicate that the student has demonstrated knowledge and skills in the required content standards for this grade. The student is ready for more advanced work in the content area.

In May 2013, the federal government approved Hawaii’s ESEA Flexibility Waiver request and proficiency levels for Hawaii were set at 72% proficiency in reading and 64% proficiency in math.

b) Red Hill Elementary has made consistent progress in closing the achievement gap for student achievement and for raising student scores in Reading and Math.

Our student scores for reading for the last five years are as follows: For School Year 2008-09, AYP-57% proficient. For School Year 2009-10, AYP-61% proficient. For School Year 2010-11, AYP-66% proficient. For School Year 2011-12, AYP-91% proficient. Lastly, for School Year 2012-13, ESEA Flexibility Waiver – 91% proficient.

Our student scores for math for the last five years are as follows: For School Year 2008-09, AYP-46% proficient. For School Year 2009-10, AYP-46% proficient. For School year 2010-11, AYP-62% proficient. For School Year 2011-12, AYP-80% proficient. Lastly, for School Year 2012-13, ESEA Flexibility Waiver – 90% proficient.

Our HSA results reflect dramatically higher student achievement scores and a much smaller percentage of students in the well below and approaching groups, thus reducing the achievement gap.

Our disaggregated groups showed significant improvement from 2010-11 to 2012-13:

Reading Gains: Disadvantaged students: +47%, Asian/Pacific Islander: +29 %.

Math Gains: Disadvantaged students: +59%, Asian/Pacific Islander: +44%.

HSA Reading results indicated the following increases from 2010-11 to 2012-13.

Grade 6:+12.5%, Grade 5: +17.5%, Grade 4: +31.9%, Grade 3: +36.6%

HSA Math results indicate the following increases from SY 2010-11 to 2012-13:

Grade 6:+12.8%, Grade 5: +31.6%, Grade 4:+32.2%, Grade 3:+42.4%

In 2009, we had an increase in the number of disadvantaged students at our school. According to the No Child Left Behind Report, we were required to have our disadvantaged students be included in a subgroup which was not required in previous years. Our students in this subgroup as well as our Asian/Pacific Islander group did not meet the proficiency objectives. We began to look at the programs that we had in place at our school and really started to begin looking at more data and the interventions we would need to implement with fidelity.

In 2010, we began to slightly close the achievement gap within our subgroups. However, in part because proficiency targets increased in 2011, we just missed meeting our targets for our disadvantaged students although we continued to close our achievement gap for the rest of our students. In the meanwhile, our disadvantaged population continued to grow tremendously resulting in us qualifying to become a Title I Targeted Assist School in 2012. We received additional federal funds to help hire more part-time tutors to provide reading interventions to our struggling readers.

In addition, the curriculum coordinator created data walls to show each child's proficiency level and whether they belonged to any of the sub groups. All teachers on campus are aware of the students who needed extra help. Our principal believed we all needed to put a name to every number and encouraged us to know all of our students on campus. We continued with our laser-like focus on all of our students so that each student who was not meeting grade level benchmarks in reading or math was targeted to receive additional Title I tutoring. In addition, more teachers and educational assistants began tutoring after school. All of the students who did not meet their grade level benchmarks were progress monitored weekly to ensure that the interventions being delivered were having a positive impact on achievement. In 2012, we were able to surpass the proficiency benchmark for all subgroups in both reading and math.

In 2013, our school enrollment grew to include more military and disadvantaged students resulting in us qualifying to be a Title I Whole School. We continued with our interventions and monitoring for all of our students. We were able to surpass the state's proficiency targets for the second straight year in a row. Our disadvantaged group was able to out-perform all students.

2. Using Assessment Results:

"Data doesn't lie" is often heard as teachers look at our school data. We keep close track of three main sets of assessment data: 1) Hawaii State Assessment for grades 3-6; 2) Dynamic Indicators of Basic Early Literacy Skills Assessment; and 3) Children's Progress Assessments in grades K-2.

The data is analyzed by grade level data teams during articulation meetings. Each grade level records their data on data team charts, enabling them to see which students are exceeding, meeting, approaching, and well below standards. The grade levels use the data to guide their curriculum planning by analyzing each assessed strand and identifying areas of need. Students are then targeted for school level interventions. Student action plans are prepared and implemented by teachers for students needing intensive intervention. The action plan includes the level of intervention that the students will receive.

The classroom teachers service their own students who are identified as needing intensive intervention strategies. During the designated math intervention block, small group classroom tutoring is provided in mathematics and reading. Students scoring at the "exceeds" level on the Hawaii State Assessment math strands are also identified and work with a part time tutor for math enrichment twice a week. Some students are also given additional morning math tutoring as needed by a part time tutor while many of our teachers offer their own after school tutoring for their students.

All targeted students, in grades K-6, are progress monitored weekly in reading which has been our focus for the past few years. Students who have not met the benchmarks in reading are posted on grade level progress monitoring charts. Our entire staff is able to see every student's weekly progress. These charts provide a catalyst for cross grade level discussions beyond the instructional day. Teachers talk with one another to share interventions and strategies that have been successful for them. This method of sharing data has

helped us identify students, track them along the way, adjust instructional strategies and meet our final goal of having students meet or exceed benchmark.

Teachers utilize the State's Data for School Improvement website to create assessments for the students in preparation for the state assessments in grades 3-6. This site allows teachers to focus in on assessing specific strands in reading and mathematics that the students are struggling in. Teachers in grades K-2 utilize the activities and parent intervention suggestions given by the Children's Progress website for students who are not meeting benchmarks. They also create common formative assessments to monitor their student growth and ensure their students will make gains by the next testing window.

Each quarter, we have faculty meetings that showcase our student data using data wall charts created by the curriculum coordinator. The focus for the data charts vary depending on our school's current needs. The initial focus was on the performance levels of our disadvantaged students. This school year we are looking at every student in terms of the growth model, which tracks student growth over time on the Longitudinal Data System.

Various forms of parent and community communication tools including monthly bulletins, school website and School Community Council meetings are used to inform all stakeholders of students' academic achievement. Our progress and successes are shared with all of our families who attend the many family involvement activities throughout the school year.

3. Sharing Lessons Learned:

Red Hill Elementary belongs to a cluster of four elementary schools, one middle, and one high school in the Moanalua complex. Over the years complex teams have participated in Vertical Math and Reading Teams, Redesign Teams and now the Complex Academic Review Team (CART) to collaborate and strategize to look at existing data and improve the complex instructional curriculum and instructional practices. Focusing on being a seamless K-12 Complex has kept us on-task and successful.

Professional development has allowed teachers to learn and become proficient with the new math program (Singapore Math/ Model Drawing). Teachers at our school have shared at district conferences, and there has been intra-school lesson planning and sharing. Selected teachers in our complex have planned co-teaching lessons with the school curriculum coordinators and resource teachers to share model lessons with all elementary teachers in our complex. These complex-wide grade level articulations have proven to be very successful for teachers to share their ideas and support across schools. District and high school teams have come to our school to observe many of our teachers model the strategies of the Singapore Math curriculum.

Over the past five years we have utilized the BERC Star Protocol observation tool to observe teachers on our campus. Each grade level team observes different classrooms on campus twice a year. This has helped our school culture and the sharing of skills, knowledge, relationships, thinking, application and strategies across grade levels.

Another focus that we continue at our school is the Tribes process. Teachers are all Tribes-trained and we have built a school culture based on the agreements of mutual respect, attentive listening, right to participate, and appreciations/no putdowns. This school culture has made our school a special place to be a part of. Teachers have presented our school's implementation of Tribes at district conferences.

We have started a partnership with a co-teaching cohort from the University of Hawaii. We have eight student teachers working with mentor teachers on our campus. These student teachers are able to participate in all of our articulations and professional development opportunities. This partnership allows both mentors and student teachers to share and learn from one another.

4. Engaging Families and Community:

Red Hill families come to us from diverse circumstances. Students live in apartments from the Moanalua Hillside complex or they reside in one of two large military housing developments nearby. We create a sense of community at our school so that even if students remain with us for only a year or two, they remember their year at Red Hill for the rest of their lives.

Our school believes in ‘ohana which means family in the Hawaiian language. An important aspect of the Hawaiian culture is coming together in fellowship. In an attempt to build our school community ‘ohana, we have established several school-wide events that showcase our students.

We begin the year with Meet and Greet where families new to our school can meet their child’s teacher, deliver their supplies and become acquainted with our school before the first day. Each new family to our school is given a brief orientation and tour from our Military Family Life Consultant.

In October, we have a Fall Play and Parade where Pre-K through first grade students come dressed for a Halloween. Students receiving speech and language services are the stars of the play, followed by all students participating in a final sing-along.

Keiki Kalikimaka (Childrens’ Christmas) is held in December. Every child is showcased and families come together to share a meal, and enjoy a Hawaiian Christmas of song and dance performed by each grade level. Parents view all students’ written and ceramic piece that focuses on a specific science or social studies standard.

In April, we celebrate the Month of the Military Child. Volunteers from our Coast Guard partnership assist in serving lunches for all parents to enjoy a meal with their child. Students entertain parents with patriotic songs and messages. Active military parents come in their uniforms and it is quite a sight to behold.

Fourth grade students showcase their understanding of the Hawaiian Studies curriculum at the Fourth Grade Luau. A slide show of all the Hawaiian cultural field trips, chants and dance performances, and a Hawaiian Studies research project are presented to parents. A luau dinner is served and a Hawaiian gift made by students, are presented to parents. For many families, this will be the only luau that they will enjoy while stationed in Hawaii.

The Curriculum Fair, held in May is our culminating event to showcase students’ work. This annual event is an opportunity to thank our volunteers. Students participating in the Artists in the Schools Program perform for families.

“May Day is Lei Day in Hawaii” is the most popular event at our school. Students showcase their appreciation of the Hawaiian culture through music and dance. Each grade level works with the Hawaiian Studies teachers on language and Hawaiian culture to perform a dance that they have learned.

Parents attend Quarterly Awards Assemblies that recognize student achievement and overall improvement. A light reception provides another opportunity for parents to network with other families.

Our school sponsors “Read Aloud” nights in partnership with the national Read Aloud America Program. Families enjoy dinner, book swaps, and read alouds while prizes are awarded throughout the evening. It strengthens family time by encouraging families to TTT—“Turn off the TV and Technology”-- one night a week.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Language Arts

Teachers at our school address the Common Core State Standards for English Language Arts in different ways. Each grade level team utilizes components of different programs that we have available to ensure each student gets needed support. Reading Street is our base reading program. Teachers use additional online resources that support all units in the program. Kidbiz3000 assists teachers in vocabulary development, especially in the core content areas such as science and social studies. Teachers make sure that our students are receiving 50% of fictional and 50% of non-fictional reading throughout the day. In grades K-2, teachers focus on phonemic awareness using the Sonday program. Reading leveled A-Z books and leveled readers are used to make sure students are reading books matched to their reading level.

Mathematics

All elementary schools in our complex adopted the Singapore Math Curriculum. We embraced the Singapore Math Framework, which utilizes metacognition, attitudes, process, skills, and supporting concepts. Teachers in grades K-2 focus on the foundations of mathematics, helping students gain a stronger understanding of numbers and place-values. Students in grades 3-6 focus on building number fluency, operations involving fractions, ratios and proportions. Students investigate problem-solving strategies utilizing the model drawing methods. Other math online programs that we have in place to help students develop computational skills are Success Maker and iXL.

Social Studies

Teachers in each grade level have built integrated social studies units that align to the Hawaii Content and Performance Standards. Each grade level takes their students on field trips that address grade level standards. Grade 4 takes their students on a field trip to the Lo'i (taro growing in natural springs) to learn about the cultural aspects and sustainability of taro. Grade 6 integrates world history and World War II studies, and takes field trips to the Arizona Memorial and the USS Missouri. Lower grades study about various cultures and holidays. Students showcase their work through displays and parades, such as the Martin Luther King Peace March and the Kung Hee Fat Choy Parade.

Science

In 2008, we began collaborating with Bishop Museum and the Hawaii Astronomical Society to coordinate science nights and on-site planetarium activities. We also initiated professional development with science teachers from Moanalua Middle school, to incorporate more inquiry-based lessons into the science curriculum. Each teacher has observed other teachers conduct science-integrated lessons within our school, utilizing the BERC Star Protocol Observation tool to evaluate their own science lessons. After-school enrichment classes are offered throughout the school year and summer, where students develop the teamwork necessary to compete in the annual FIRST LEGO League robotics tournaments.

Physical Education /Health/Nutrition

In 2012, our school received the Healthy Hawaii Initiative Model School Award. Additional equipment and professional development was provided to teachers and staff. Our school has become healthier as a whole, with teachers appreciating active students as they observe a healthier and more energized staff. After school Zumba classes were funded by the grant which then lead to teachers establishing the Insanity Exercise Program after-work group, various non-profit runs, hikes, and marathon participation. We have created a healthy eating environment in our school that will hopefully permeate to all of our families' daily lives. Our school has a track team for interested fifth and sixth graders, who participate at various complex meets.

Technology

Technology is integrated throughout our curriculum through the use of Smartboards, Smart Tables, Smart Response Clickers, and hundreds of computers throughout the school day. Students use laptops to access on-

line programs while teachers utilize an online grading system that is accessible to parents. Students can also choose to participate in after school and summer robotics classes as well.

Music

Red Hill Elementary School has a part-time ukulele instructor for grades 4-6. Students are taught ukulele fundamentals. Students are given the opportunity to showcase their skills at May Day and Sixth Grade Graduation. In addition, a grant was written to acquire the services of a percussionist to work with teachers and students in grades first and fifth. Students perform what they have learned at the curriculum fair.

Art

Art-to-Go, an extended school day program, introduces the students to different mediums of art. We pursue a yearly grant to acquire the services of a visiting artist to work with a specific grade level of students on different art forms. This past year, students in grade 4-6 participated in a variety of ceramic projects which were showcased twice a year.

Drama/Dance

We have a part-time kumu (hula instructor) who services all grades. Students are taught the songs and dances of Hawaii. Students perform what they have learned by performing at Keiki Kalikimaka and May Day.

2. Reading/English:

Four years ago our school had a reading program that was outdated in terms of differentiation and questioning. Teachers sought a new reading curriculum that would help student achievement in reading. Reading Street was selected to help address different levels of readers in the classroom. The program provided in-depth questioning to help with comprehension skills. Teachers also felt the need to expand student vocabulary, so we adopted the Wordly Wise program. Teachers have observed increasing student vocabulary on written assessments and in oral presentations.

We wanted students to read more non-fictional texts throughout the day. An online program, Achieve3000, is utilized to help students in grades 2-6 with reading, and responding to non-fictional texts. Students receive the same content but at different reading levels. Students read about current events, and articles assigned by their teachers relating to current classroom work in science and social studies. The first step of the process requires students to respond via email to a question pertaining to information covered in the article. They are then asked to answer comprehension and extended response thought questions related to the article and participate in a poll. These skills have helped our students prepare for online assessments, and content vocabulary development is evident in increased science scores.

Reading A-Z is another program utilized to differentiate reading for different leveled readers. Mini books are printed for shared reading, guided reading groups, book bags that deliver science and science and social studies content to students. Readers' theater scripts are also included and help with oral reading fluency and communication skills. The students practice reading the texts and perform plays for grades K-2.

DIBELS assessments help evaluate letter-naming fluency, first sound fluency, phoneme segmentation, nonsense word fluency, oral reading fluency and retell. Teachers felt that our reading curriculum did fulfill the needs that our struggling students needed in terms of the early indicators set by the DIBELS assessments per grade level. We needed to carve out additional time for reading interventions for our students in K-2 so the Sonday system was integrated into intervention blocks for students in K-2 to help with phonemic awareness and the foundations of reading. Students are divided into homogenous groups for thirty minutes per day, practicing high frequency words, sight words, reading rules, and decoding with multi-sensory learning strategies.

3. Mathematics:

Teachers are trained in all complex initiatives. The complex initiative which we have been working on over the past two years is the implementation of Singapore Math. We have had many complex-wide training sessions with Dr. Yeap Ban Har and Char Foreston. Several teachers have attended additional Singapore math conferences to learn more about what other teachers are using the program nationally.

The Singapore Math curriculum has allowed our teachers to better develop mathematical foundational skills. Students are taken through the process of concrete-to-pictorial and then to abstract. Teachers have become more confident in teaching the concepts and understand which skills are key for each grade level, and they have become more facilitative in their subject delivery.

The model drawing component of Singapore Math helps students show and explain their thinking in math. More students accept the challenge of difficult word problems because they learned how to break down information into components. We have seen gains in our special education students, too; the models help these students be successful because they can explain their reasoning through visual models.

Students see that there are many ways to attack a problem in math. They freely negotiate with one another through evidence-based reasoning. Teachers are able to challenge “exceeds” students in trying to come up with different ways to solve problems. All students are continuously learning from one another.

This year the complex has planned that all teachers in a specific grade observe a structured Singapore math lesson conducted by more confident teachers. Two of our teachers were chosen to demonstrate work in the fifth grade and sixth grade levels. District and high school teachers from our complex have visited our school as well to see many of our teachers teach Singapore math lessons that showcase how our teachers have embraced the philosophy of mental math strategies, modeling thinking, and explaining and defending answers.

4. Additional Curriculum Area:

Music: Red Hill Elementary School has a part-time ukulele instructor for grades 4-6. Students are taught the fundamentals, and perform for May Day and Sixth Grade Graduation. The majority of our students are from military families, and this class exposes them to the music of Hawaii. Fourth graders in our school take part in an end of school year luau, where they present Hawaiian songs and chants through dance.

Art: We have after-school activities such as Art-to-Go, where we pursue a grant every year to get a visiting artist to work with some of our students after school on different art forms. Over the past four years, we have offered 100 students the opportunity to join an art program after school. A visiting artist from UH meets with them for ten two hour sessions. Following the final session, the students create a gallery of their artwork to showcase at Keiki Kalikimaka and Curriculum Fair. Sixth graders also create painted tiles with their teachers to add to our planters each year. Fourth graders create ceramic ipus (hula gourd instruments) for their parents who come to the luau. Last year, a fifth grade teacher set up an after-school art club; students painted two full-size murals in the boys’ and the girls’ lavatories in one building. The murals represent the early Americas and ancient civilizations; these are the respective social studies curriculums of fifth and sixth grade.

Drama/Dance: We have a part-time kumu (hula instructor) whom services all grades. He teaches students the songs and dances of Hawaii. The dances and songs are performed in our yearly May Day Celebration. Two years ago, the fourth and fifth graders were able to participate in the playful percussion project with a local percussionist instructor. They were able to tie in percussion to their social studies curriculums. Last school year we were able to have three fifth grade classes work with him for a second year in a row to work on percussion and dance. This year the first grade teachers worked with him on having the students incorporate percussion and dance into their language arts curriculum.

For the past two years, our librarian, principal, and curriculum coordinator collaborated to have each student at our school create a ceramic art piece for Christmas, and a writing piece that each student wrote for their parents. We showcased these projects in a school performance entitled, “Merry Christmas Everyone” and “Keiki Kalikimaka.” Each grade level worked as a team to come up with their own Christmas song, dance, or play, for presentation.

5. Instructional Methods:

The Tribes process has shaped our school by focusing on relationships. Students follow Tribes agreements of mutual respect, attentive listening, the right to participate, appreciations, and no putdowns. Singapore math has also changed the philosophy of teaching at our school; teachers have students prove and defend their thinking in all subject areas using model drawing and thinking maps.

We have an online program, Kidbiz3000 that addresses non-fiction reading. Success Maker and iXL are in place to differentiate students’ math levels. Title I tutors focus on specific intervention strategies that target students’ weak strands in reading or math. In lower grade levels, two part-time tutors assist in implementing the Soliday program. Each classroom has a half -hour intervention block per day. Each group is leveled, intensive, strategic, benchmark, and exceeds with the teacher rotating between groups. Flexible Title I pullout groups focus on at-risk students; students are exited when they meet benchmarks.

In grades 3-6, there is one special education inclusion classroom per grade level for teachers to co-teach. We have an increasing number of special education students passing state tests in reading and math. These students have peers to help and encourage them along with teachers co-teaching and creating modifications that benefit all students.

Eighty percent of Red Hill teachers tutor after school in response to the needs of individual students.

Math enrichment classes are held twice a week for students who scored “exceeds” in math. During this time block, “proficient” students complete individualized Success Maker lessons in the computer lab. Students who are “well below” remain with the classroom teacher for direct, individual instruction.

Articulation time allows teachers to align curriculum with state and national standards and to design modifications. Results are always data-driven and transparent. The staff supports each other in efforts to create a cohesive curriculum, in which every staff member takes responsibility for student achievement.

Educational Technology

For the past three years we have participated in the local television PlaySmart Hawaii competition. Fifth grade students compete against other schools, answering trivia questions using the Smartboard. Students also participate in after school and summer robotics classes.

Students use online programs such as Edmodo, Success Maker, iXL and Kidbiz3000 to supplement classroom instruction. Teachers in grades 3-6 utilize Jupiter Grades, an online grading system that increases communication with parents. This system allows parents to see how their child is performing day-to-day.

Our partnership with the Joint Venture Education Forum, along with various grants and school funding has allowed us to purchase Smartboards in every classroom, Smart Tables, Smart Response Clickers and hundreds of computers. Two computer labs service grades K-3 with a third computer lab earmarked for students who are meeting benchmarks. Part-time tutors work with students who are meeting math benchmarks on a math computer program called Success Maker. At the same time, classroom teachers work with struggling students in a small group. Students whose scores exceed proficiency attend math enrichment class. All classrooms in grades 4 through 6 have their own mobile lab allowing each student to have his/her own laptop to access online programs.

6. Professional Development:

Our professional development has been realigned over the past five years. In 2009 and 2010, the focus was on relationships and everyone received training in Tribes and classroom management. In 2011 the focus shifted to instructional strategies related to writing, specifically the use of Thinking Maps and Step-up to Writing strategies. Last year we focused on Singapore Math, with teachers attending Singapore Math Conferences and training sessions with Char Foreston and Yeap Ban Har. Teachers at the school also participate in the annual Moanalua High School's Professional Development Conference. This year the teachers will be trained on Wonders, our new state-adopted reading program. In addition, the principal, curriculum coordinator and lead teachers attend state and nation-wide conferences to increase awareness of best practices to bring back to our school.

New and beginning teachers often feel isolated, overwhelmed and unsupported. Retaining high quality teachers is a big problem nationwide and according to the NEA, "one third of new teachers leave after their first three years of teaching." Induction and Mentoring is one of the six priorities designated by the state to help support and retain quality teachers in our system. Our induction and mentoring program at the school needed to be revisited with the increase in numbers of new teachers. The team of mentors comprised of a dual certified SPED teacher, librarian, and curriculum coordinator was selected to support teachers in many different ways. Mentors attend professional development sessions held by the New Teacher Center and mentor forums with the Complex Area Support Team. Surveys were given to determine the needs and concerns of the new teachers. The team plans monthly seminars, mentors help their teacher with their professional growth plan as well as upload all contacts in PDE3 in mentor logs and meet with the principal to share updates. The monthly seminars empower second year teachers by sharing past experiences and solutions. Reflective journals help monitor their thoughts and experiences.

Red Hill agreed to accept eight student teachers from the University of Hawaii dual certification program and decided to incorporate them into the school mentoring program. Eight senior teachers received professional development on strategies for co-teaching with the student teachers. Our school has made major gains over the past few years in terms of student success and one of the reasons are the many levels of support they receive as members of our school community. We needed to extend this sense of community to the new teachers and student teachers as well, to ensure they received our support in becoming effective educators.

7. School Leadership

An Academic Review Team comprised of an administrator and accountable lead teachers in the areas of Common Core State Standards, Academic Review Team, Formative Instruction/Data Teams, Induction and Mentoring, Comprehensive Student Support System, and Educator Effectiveness is in place to ensure all of the state's six priority strategies are addressed. This team collaborates on our strengths and next steps to develop our school's Academic Plan that guide the focus for the school year. Student data is gathered from various sources (HSA, DIBELS, Children's Progress, grade level data, as well as data from tutoring, ELL, and Special Education services) and analyzed. Trends, patterns and next steps are identified. Effectiveness as a school is measured by the goals that we set for ourselves in the Academic Plan that is reviewed quarterly, as well as through the ratings on the state priority continuums. Goals not met are addressed during the year through PD and/or training from outside sources. As the data changes adjustments are made in the use of funding and personnel. We continuously look at the systems we have in place to see if they are impacting our students' growth. Continuous collaboration within grade levels, cross grade levels, and with our ART team keep everything aligned and ensure we are on the right track. We also provide various response to intervention strategies to support the wide range of learners at the school. A data team process where teachers consistently collaborate to share ideas and best practices regarding student performance to develop and improve instruction and increase student achievement is in place at the school. Conversations in Data Teams are rich and often lead to teachers reflecting on practice and instructional strategies that are used in the classroom. Teachers share ideas and successes with one another and continue to strengthen the systems in place.

Based on the state's enrollment count, Red Hill Elementary is considered a small school which limits the number of personnel and funds assigned to the school. Without a vice principal, additional counselors and instructional resource personnel the principal has been instrumental in selecting key people who wear "many hats" and perform a variety of tasks. Leadership has focused on building individual and organizational capacity to improve student achievement and meet the performance targets set by the state. Building community and capacity is the foundation and strength of our school.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Hawaii State Assessment/Hawaii State Alternate Assessment

All Students Tested/Grade: 3

Edition/Publication Year: 2009

Publisher: American Institutes for Research

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Meets plus % Exceeds	88	81	45	49	37
% Exceeds	17	22	8	25	13
Number of students tested	48	64	51	57	54
Percent of total students tested	100	100	96	98	95
Number of students tested with alternative assessment	0	1	0	0	0
% of students tested with alternative assessment	0	2	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds	96	86	38	32	32
% Exceeds	21	18	0	11	5
Number of students tested	24	28	26	19	19
2. Students receiving Special Education					
% Meets plus % Exceeds	67	67	57	22	0
% Exceeds	0	17	0	11	0
Number of students tested	3	6	7	9	5
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds	75	80	0	50	38
% Exceeds	38	40	0	25	25
Number of students tested	8	5	2	4	8
5. African- American Students					
% Meets plus % Exceeds	83	40	50	50	30
% Exceeds	0	0	10	30	10
Number of students tested	6	10	10	10	10
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds	75	60	33	0	20
% Exceeds	13	0	0	0	20
Number of students tested	8	10	18	4	5
9. White Students					
% Meets plus % Exceeds	100	100	88	62	44
% Exceeds	7	35	38	31	11
Number of students tested	15	20	8	13	9
10. Two or More Races identified Students					
% Meets plus % Exceeds	86	90	38	41	45
% Exceeds	29	30	0	24	18
Number of students tested	7	10	8	17	11
11. Other 1: Native Hawaiian + part Hawaiian					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Disadvantaged Students + Students receiving Special Education + English Language Learners					
% Meets plus % Exceeds	92	82	43	36	30
% Exceeds	20	15	0	16	4
Number of students tested	25	33	30	25	22
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: Hawaii's plan has two supergroups: (1) Native Hawaiian and (2) Disadvantaged; this school has too few Native Hawaiian to report, so Group 1 data are null.
The Hawaii DOE's testing window extends from October through May.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Hawaii State Assessment/Hawaii State Alternate Assessment

All Students Tested/Grade: 4

Edition/Publication Year: 2009

Publisher: American Institutes for Research

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Meets plus % Exceeds	87	66	55	49	31
% Exceeds	25	15	19	24	11
Number of students tested	61	73	53	55	55
Percent of total students tested	100	100	98	98	98
Number of students tested with alternative assessment	3	0	0	0	0
% of students tested with alternative assessment	5	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds	90	56	38	40	14
% Exceeds	31	15	5	15	5
Number of students tested	29	34	21	20	21
2. Students receiving Special Education					
% Meets plus % Exceeds	71	71	9	33	0
% Exceeds	14	14	0	0	0
Number of students tested	7	7	11	3	6
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds	71	86	67	43	33
% Exceeds	29	43	33	14	33
Number of students tested	7	7	3	7	3
5. African- American Students					
% Meets plus % Exceeds	90	64	44	50	33
% Exceeds	30	9	22	17	11
Number of students tested	10	11	9	6	9
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds	86	67	17	0	50
% Exceeds	0	13	0	0	10
Number of students tested	7	15	6	4	10
9. White Students					
% Meets plus % Exceeds	86	52	73	92	38
% Exceeds	32	9	9	50	13
Number of students tested	22	23	11	12	16
10. Two or More Races identified Students					
% Meets plus % Exceeds	83	75	54	40	18
% Exceeds	33	8	23	25	9
Number of students tested	6	12	13	20	11
11. Other 1: Native Hawaiian + part Hawaiian					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Disadvantaged Students + Students receiving Special Education + English Language Learners					
% Meets plus % Exceeds	85	59	36	36	14
% Exceeds	29	14	4	14	3
Number of students tested	34	37	25	22	29
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: Hawaii's plan has two supergroups: (1) Native Hawaiian and (2) Disadvantaged; this school has too few Native Hawaiian to report, so Group 1 data are null.

The Hawaii DOE's testing window extends from October through May.

The Hawaii State Alternate Assessment (HSAA) is a standards-based assessment for students with significant cognitive disabilities who are unable to take the HSA even with accommodations. Students in grades 3-8 and 10 are assessed in reading and mathematics. Students in grades 4, 8 and 10 are also assessed in science. The administration of the HSAA takes place throughout the school year. Hawaii has the only single SEA/LEA organizational structure; as such, the 2 percent cap on alternate assessments of students is applied at the SEA and not the school level. If the number of students who score at the “meets” or “exceeds” level on assessments based on the alternate academic achievement standards is greater than the 1.0% proficiency cap (at the SEA/LEA level), then the HIDOE will include the “meets” and “exceeds” proficiency scores of students with the most significant cognitive disabilities in an order approved by USDE up to the 1.0% proficiency cap.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Hawaii State Assessment/Hawaii State Alternate Assessment

All Students Tested/Grade: 5

Edition/Publication Year: 2009

Publisher: American Institutes for Research

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Meets plus % Exceeds	88	55	56	49	40
% Exceeds	27	14	10	24	17
Number of students tested	75	49	39	55	48
Percent of total students tested	99	98	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds	89	50	50	29	32
% Exceeds	14	9	7	7	11
Number of students tested	35	22	14	14	19
2. Students receiving Special Education					
% Meets plus % Exceeds	75	44	0	22	14
% Exceeds	25	0	0	0	14
Number of students tested	8	9	1	9	7
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds	78	33	50	50	67
% Exceeds	44	33	0	50	0
Number of students tested	9	3	6	2	3
5. African- American Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
6. Asian Students					
% Meets plus % Exceeds	60	56	75	50	60
% Exceeds	10	0	25	20	20
Number of students tested	10	9	4	10	5
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds	100	40	25	50	8
% Exceeds	13	0	0	25	0
Number of students tested	15	5	8	8	12
9. White Students					
% Meets plus % Exceeds	88	55	86	53	56
% Exceeds	33	18	14	18	25
Number of students tested	24	11	7	17	16
10. Two or More Races identified Students					
% Meets plus % Exceeds	100	50	78	54	29
% Exceeds	27	10	11	31	14
Number of students tested	11	10	9	13	7
11. Other 1: Native Hawaiian + part Hawaiian					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Disadvantaged Students + Students receiving Special Education + English Language Learners					
% Meets plus % Exceeds	88	48	47	35	30
% Exceeds	15	8	7	12	13
Number of students tested	41	25	15	26	23
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: Hawaii's plan has two supergroups: (1) Native Hawaiian and (2) Disadvantaged; this school has too few Native Hawaiian to report, so Group 1 data are null
The Hawaii DOE's testing window extends from October through May.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Hawaii State Assessment/Hawaii State Alternate Assessment

All Students Tested/Grade: 6

Edition/Publication Year: 2009

Publisher: American Institutes for Research

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Meets plus % Exceeds	79	61	66	49	50
% Exceeds	25	12	20	32	13
Number of students tested	52	51	50	65	62
Percent of total students tested	100	98	100	98	98
Number of students tested with alternative assessment	0	0	0	2	0
% of students tested with alternative assessment	0	0	0	3	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds	83	56	54	48	55
% Exceeds	25	11	8	24	20
Number of students tested	24	18	13	25	20
2. Students receiving Special Education					
% Meets plus % Exceeds	43	29	14	22	0
% Exceeds	14	0	14	11	0
Number of students tested	7	7	7	9	5
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds	100	43	100	33	43
% Exceeds	0	14	50	33	14
Number of students tested	5	7	2	3	7
5. African- American Students					
% Meets plus % Exceeds	67	58	70	71	33
% Exceeds	25	8	20	29	0
Number of students tested	12	12	10	7	9
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds	70	86	67	30	50
% Exceeds	10	14	0	0	33
Number of students tested	10	7	9	10	6
9. White Students					
% Meets plus % Exceeds	82	50	50	67	61
% Exceeds	45	0	20	61	17
Number of students tested	11	14	10	18	18
10. Two or More Races identified Students					
% Meets plus % Exceeds	80	71	70	43	43
% Exceeds	20	29	20	24	7
Number of students tested	5	7	10	21	14
11. Other 1: Native Hawaiian + part Hawaiian					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Disadvantaged Students + Students receiving Special Education + English Language Learners					
% Meets plus % Exceeds	77	55	47	41	44
% Exceeds	23	10	16	22	16
Number of students tested	26	20	19	32	25
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: Hawaii's plan has two supergroups: (1) Native Hawaiian and (2) Disadvantaged; this school has too few Native Hawaiian to report, so Group 1 data are nullThe Hawaii DOE's testing window extends from October through May.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Hawaii State Assessment/Hawaii State Alternate Assessment

All Students Tested/Grade: 3

Edition/Publication Year: 2009

Publisher: American Institutes for Research

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Meets plus % Exceeds	88	89	51	74	54
% Exceeds	52	48	25	9	11
Number of students tested	48	64	53	57	54
Percent of total students tested	100	100	100	98	95
Number of students tested with alternative assessment	0	1	0	0	0
% of students tested with alternative assessment	0	2	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds	92	96	50	47	53
% Exceeds	46	46	19	5	5
Number of students tested	24	28	26	19	19
2. Students receiving Special Education					
% Meets plus % Exceeds	33	83	71	11	0
% Exceeds	0	17	14	0	0
Number of students tested	3	6	7	9	5
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds	75	100	0	75	50
% Exceeds	38	60	0	0	13
Number of students tested	8	5	3	4	8
5. African- American Students					
% Meets plus % Exceeds	83	50	40	70	40
% Exceeds	67	0	30	10	20
Number of students tested	6	10	10	10	10
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds	88	90	44	50	20
% Exceeds	25	20	11	0	0
Number of students tested	8	10	18	4	5
9. White Students					
% Meets plus % Exceeds	87	95	78	92	67
% Exceeds	47	75	44	15	0
Number of students tested	15	20	9	13	9
10. Two or More Races identified Students					
% Meets plus % Exceeds	100	100	63	71	82
% Exceeds	86	50	38	6	18
Number of students tested	7	10	8	17	11
11. Other 1: Native Hawaiian + part Hawaiian					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Disadvantaged Students + Students receiving Special Education + English Language Learners					
% Meets plus % Exceeds	88	91	50	44	52
% Exceeds	44	42	20	8	4
Number of students tested	25	33	30	25	23
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: Hawaii's plan has two supergroups: (1) Native Hawaiian and (2) Disadvantaged; this school has too few Native Hawaiian to report, so Group 1 data are null
The Hawaii DOE's testing window extends from October through May.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Hawaii State Assessment/Hawaii State Alternate Assessment

All Students Tested/Grade: 4

Edition/Publication Year: 2009

Publisher: American Institutes for Research

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Meets plus % Exceeds	97	82	65	65	36
% Exceeds	52	40	43	18	4
Number of students tested	61	73	54	55	55
Percent of total students tested	100	100	100	98	98
Number of students tested with alternative assessment	3	0	0	0	0
% of students tested with alternative assessment	5	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds	97	79	43	60	33
% Exceeds	48	29	33	10	0
Number of students tested	29	34	21	20	21
2. Students receiving Special Education					
% Meets plus % Exceeds	86	100	9	0	0
% Exceeds	29	14	0	0	0
Number of students tested	7	7	11	3	6
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds	100	86	50	57	33
% Exceeds	43	71	50	14	0
Number of students tested	7	7	4	7	3
5. African- American Students					
% Meets plus % Exceeds	90	73	56	83	44
% Exceeds	40	45	44	33	0
Number of students tested	10	11	9	6	9
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds	86	87	33	25	50
% Exceeds	29	13	0	0	0
Number of students tested	7	15	6	4	10
9. White Students					
% Meets plus % Exceeds	100	78	73	83	38
% Exceeds	64	35	36	33	6
Number of students tested	22	23	11	12	16
10. Two or More Races identified Students					
% Meets plus % Exceeds	100	100	85	70	36
% Exceeds	67	50	46	15	9
Number of students tested	6	12	13	20	11
11. Other 1: Native Hawaiian + part Hawaiian					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Disadvantaged Students + Students receiving Special Education + English Language Learners					
% Meets plus % Exceeds	94	78	40	55	24
% Exceeds	47	30	28	9	0
Number of students tested	34	37	25	22	29
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: Hawaii's plan has two supergroups: (1) Native Hawaiian and (2) Disadvantaged; this school has too few Native Hawaiian to report, so Group 1 data are null.

The Hawaii State Alternate Assessment (HSAA) is a standards-based assessment for students with significant cognitive disabilities who are unable to take the HSA even with accommodations. Students in grades 3-8 and 10 are assessed in reading and mathematics. Students in grades 4, 8 and 10 are also assessed in science. The administration of the HSAA takes place throughout the school year. Hawaii has the only single SEA/LEA organizational structure; as such, the 2 percent cap on alternate assessments of students is applied at the SEA and not the school level. If the number of students who score at the “meets” or “exceeds” level on assessments based on the alternate academic achievement standards is greater than the 1.0% proficiency cap (at the SEA/LEA level), then the HDOE will include the “meets” and “exceeds” proficiency scores of students with the most significant cognitive disabilities in an order approved by USDE up to the 1.0% proficiency cap. Hawaii DOE's testing window extends from October through May.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Hawaii State Assessment/Hawaii State Alternate Assessment

All Students Tested/Grade: 5

Edition/Publication Year: 2009

Publisher: American Institutes for Research

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Meets plus % Exceeds	87	72	69	53	52
% Exceeds	36	36	36	16	17
Number of students tested	75	50	39	55	48
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds	94	59	50	57	32
% Exceeds	29	27	36	14	16
Number of students tested	35	22	14	14	19
2. Students receiving Special Education					
% Meets plus % Exceeds	75	22	0	0	14
% Exceeds	13	0	0	0	14
Number of students tested	8	9	1	9	7
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds	100	67	67	50	100
% Exceeds	67	33	17	50	0
Number of students tested	9	3	6	2	3
5. African- American Students					
% Meets plus % Exceeds	80	89	75	50	60
% Exceeds	10	56	50	30	20
Number of students tested	10	9	4	10	5
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds	80	60	38	63	17
% Exceeds	13	0	25	0	0
Number of students tested	15	5	8	8	12
9. White Students					
% Meets plus % Exceeds	88	73	100	65	63
% Exceeds	42	36	29	6	25
Number of students tested	24	11	7	17	16
10. Two or More Races identified Students					
% Meets plus % Exceeds	82	55	100	46	57
% Exceeds	45	36	78	31	29
Number of students tested	11	11	9	13	7
11. Other 1: Native Hawaiian + part Hawaiian					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Disadvantaged Students + Students receiving Special Education + English Language Learners					
% Meets plus % Exceeds	90	56	47	38	30
% Exceeds	29	24	33	12	17
Number of students tested	41	25	15	26	23
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: Hawaii's plan has two supergroups: (1) Native Hawaiian and (2) Disadvantaged; this school has too few Native Hawaiian to report, so Group 1 data are null
The Hawaii DOE's testing window extends from October through May.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Hawaii State Assessment/Hawaii State Alternate Assessment

All Students Tested/Grade: 6

Edition/Publication Year: 2009

Publisher: American Institutes for Research

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Meets plus % Exceeds	87	87	74	58	79
% Exceeds	40	31	36	22	11
Number of students tested	52	52	50	65	62
Percent of total students tested	100	100	100	98	98
Number of students tested with alternative assessment	0	0	0	2	0
% of students tested with alternative assessment	0	0	0	3	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds	83	78	54	44	38
% Exceeds	38	28	15	12	15
Number of students tested	24	18	13	25	20
2. Students receiving Special Education					
% Meets plus % Exceeds	57	57	29	22	20
% Exceeds	0	0	0	0	0
Number of students tested	7	7	7	9	5
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds	60	100	100	67	86
% Exceeds	40	29	50	33	29
Number of students tested	5	7	2	3	7
5. African- American Students					
% Meets plus % Exceeds	92	92	70	100	33
% Exceeds	42	38	60	29	0
Number of students tested	12	13	10	7	9
6. Asian Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					

% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds	70	71	67	20	67
% Exceeds	20	29	22	0	17
Number of students tested	10	7	9	10	6
9. White Students					
% Meets plus % Exceeds	100	71	90	67	94
% Exceeds	45	21	30	22	17
Number of students tested	11	14	10	18	18
10. Two or More Races identified Students					
% Meets plus % Exceeds	80	100	80	62	93
% Exceeds	20	43	50	24	7
Number of students tested	5	7	10	21	14
11. Other 1: Native Hawaiian + part Hawaiian					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Disadvantaged Students + Students receiving Special Education + English Language Learners					
% Meets plus % Exceeds	77	80	47	38	72
% Exceeds	35	25	11	9	12
Number of students tested	26	20	19	32	25
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: Hawaii's plan has two supergroups: (1) Native Hawaiian and (2) Disadvantaged; this school has too few Native Hawaiian to report, so Group 1 data are nullThe Hawaii DOE's testing window extends from October through May.